Zamora Elementary School

1716 Cottonwood St. • Woodland, CA 95695-5137 • (530) 662-3641 • Grades K-6
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2018-19 School Accountability Report Card
Published During the 2019-20 School Year

Woodland Joint Unified School District
435 Sixth Street
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Principal's Message

Student learning and positive social development are focuses at Zamora Elementary School. Our campus houses approximately 450 kindergarten through sixth-grade students, an RSP class, and three classes for severely disabled students. Staff and parents are united in the belief that our responsibility is to support the child's academic, social, and emotional development. We expect students to develop responsibility for their learning, with active guidance from parents. Cooperation between school and family has developed a strong sense of community. Teachers challenge their students to be problem solvers and thinkers by providing interesting, creative and challenging lessons that focus on common core standards. Having active parent participation throughout the grades helps to reinforce to the children that parents are our most important partners in education.

Community and District Profile

Woodland is located in Yolo County and has a rich heritage of community spirit and neighborly charm. With a population of more than 60,000 people, the town is situated twenty miles from downtown Sacramento and 85 miles from San Francisco. Woodland Joint Unified School District includes seven preschools, eleven elementary schools, one charter elementary school, two middle schools, two comprehensive senior high schools, a continuation high school, and an adult school, serving a total of approximately served approximately 9,782 students in the 2018-2019 school year..

Zamora Elementary School is committed to a school-wide focus on high academic achievement. The school operates on a traditional calendar, and during the 2018-2019 school year, approximately 444 students were enrolled at Zamora Elementary.

Zamora Elementary School Pledge

As a Zamora Zoonie, I pledge to be safe, respectful and responsible. I will put forth my best effort to be an active learner and achieve my personal best academically and socially.

About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	59
Grade 1	49
Grade 2	60
Grade 3	76
Grade 4	65
Grade 5	60
Grade 6	75
Total Enrollment	444

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	0.9
American Indian or Alaska Native	1.4
Asian	1.8
Filipino	0.5
Hispanic or Latino	49.5
Native Hawaiian or Pacific Islander	0.2
White	41.9
Two or More Races	3.2
Socioeconomically Disadvantaged	39
English Learners	9
Students with Disabilities	19.8
Foster Youth	0.9
Homeless	2

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials for Zamora Elementary	17-18	18-19	19-20
With Full Credential	25	23	17
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Woodland Joint	17-18	18-19	19-20
With Full Credential	♦	♦	413
Without Full Credential	♦	♦	9
Teaching Outside Subject Area of Competence	♦	♦	1

Teacher Misassignments and Vacant Teacher Positions at Zamora Elementary School

Indicator	17-18	18-19	19-20
Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	1	0	0

* Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Woodland Joint Unified School District held a Public Hearing on September 26, 2019 and determined that each school has sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English Learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. The chart below displays data collected in September 2019, regarding textbooks in use during the 2019-2020 school year.

Textbooks and Instructional Materials
Year and month in which data were collected: September 2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	McGraw Hill Wonders, Grades K-3 and Benchmark Education, Grades 4-6 Adopted 2017 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0.0%
Mathematics	Houghton Mifflin Harcourt –Math Expressions Adopted 2014 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0.0%
Science	Pearson Scott Foresman Adopted 2008 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0.0%
History-Social Science	Prentice Hall Adopted 2006 Scott Foresman Adopted 2006 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0.0%

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements (Most Recent Year)

Zamora Elementary School, originally constructed in 1975, offers a safe and secure campus for students, staff, and visitors. The school is currently comprised of 22 classrooms, including portables, one library, one multipurpose room, one staff room, and three playgrounds. In 2008-09 a new portable classroom was added to the campus. Facility information is current as of October 16, 2019.

Cleaning Process
The Principal works daily with the custodial staff to ensure regular and continual maintenance of the school's physical environment.

Maintenance and Repair
District maintenance staff ensure that the repairs necessary to keep the school in good repair are completed in a timely manner. A work order process is used to ensure efficient service and highest priority to emergency repairs. At the time of publication, 100% of restrooms on campus were in working order.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 10/16/2019

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	Room 18: 4: (D) Ceiling tiles missing, damaged or loose Work Order 38411
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Electrical: Electrical	Poor	Multi Purpose: 7: (D) Lighting fixture or bulbs are not working or missing Room 11: 4: Countertop laminate is falling off, need to reattach. 7: (D) Lighting fixture or bulbs are not working or missing Room 13: 7: (D) Lighting fixture or bulbs are not working or missing Room 14: 7: (D) Lighting fixture or bulbs are not working or missing Work Orders 38402, 38407, 38408, and 38409
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	Room 04: 9: (D) Water pressure too high on the drinking fountain. Room 07: 9: (D) Sink/fountain is not working correctly. Work Orders 38404 and 38406
Safety: Fire Safety, Hazardous Materials	Fair	Room 02: 11: (D) Pesticides found (if found, they should be immediately removed) (D) Materials labeled "keep out of reach of children" are within reach of children (D) Aerosols found (no aerosols are allowed) Room 06: 11: (D) Materials labeled "keep out of reach of children" are within reach of children Room 16: 11: (D) Materials labeled "keep out of reach of children" are within reach of children Work Orders 38403, 38405, and 38410
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	**Good**	

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

• **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and

• The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	66	67	40	43	50	50
Math	58	64	29	28	38	39

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in Science for All Students
Grades Five, Eight, and Ten
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

• Pupil outcomes in the subject area of physical education

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	25.9	10.3	50.0

Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

School Year 2018-19 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	265	258	97.36	67.05
Male	139	136	97.84	61.76
Female	126	122	96.83	72.95
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	128	122	95.31	68.85
Native Hawaiian or Pacific Islander	--	--	--	--
White	116	116	100.00	64.66
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	104	102	98.08	56.86
English Learners	34	34	100.00	50.00
Students with Disabilities	47	44	93.62	25.00
Foster Youth	--	--	--	--
Homeless	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

School Year 2018-19 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	265	258	97.36	64.34
Male	139	136	97.84	61.76
Female	126	122	96.83	67.21
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	128	122	95.31	62.30
Native Hawaiian or Pacific Islander	--	--	--	--
White	116	116	100.00	67.24
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	104	102	98.08	51.96
English Learners	34	34	100.00	52.94
Students with Disabilities	47	44	93.62	27.27
Foster Youth	--	--	--	--
Homeless	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

C. Engagement

State Priority: Parental Involvement
The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):
• Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2019-20)
Zamora Elementary School has a strong connection with our parent community. There are many opportunities for families to volunteer: classroom support, project coordination, library support, field trip chaperones, our school garden, fundraising, English Learner Advisory Committee (ELAC), Parent Teacher Association (PTA), and School Site Council (SSC). Zamora also benefits from connections with local businesses. Our parents provide a monthly appreciation luncheon for our staff, and also serve as room parents to help with classroom activities throughout the year. In addition to site possibilities, we also encourage our parents to be involved at the district level on committees such as LCAP (Local Control Accountability Plan), Culture and Climate, Technology, and DELAC (District English Learner Advisory Committee).

Contact Information
Parents who wish to participate in Zamora Elementary School's leadership teams, school committees, or become a volunteer may contact the school office at (530) 666-3641. The district's website (www.wjusd.org) and the school's website (www.zamora.wjusd.org) provide a variety of resources for parents, students, and community members.
Parents are also encouraged to participate in community forums at the district level and are able to attend Community and Family Engagement (CAFE).

State Priority: School Climate
The SARC provides the following information relevant to the State priority: School Climate (Priority 6):
• Pupil suspension rates;
• Pupil expulsion rates; and
• Other local measures on the sense of safety.

School Safety Plan

The safety of students is a priority of the school staff. Students are supervised throughout the day by staff members. There are designated areas for student drop-off and pick-up at the school. Visitors to the school must check-in at the office and wear a visitor's badge while on campus.

The school is in compliance with all laws, rules, and regulations pertaining to hazardous materials and State earthquake standards. Emergency drills are conducted on a regular basis throughout the school year, including monthly fire evacuations and biannual disaster drills and annual intruder drills. In the event of an emergency, the school's Disaster Preparedness Plan has clearly defined procedures to accommodate crisis situations, and emergency supplies are available.

Zamora Elementary School's Site Safety Plan is revised each year by the School Site Council, which consists of administrators, teachers, classified staff, and parents. Key elements of the Safety Plan include student safety, school climate, and emergency preparedness. Staff annually review procedures and safety plans with our last review held in October of 2019.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	1.4	0.4	0.8
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	6.3	6.0	5.7
Expulsions Rate	0.1	0.0	0.0

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
Expulsions Rate	0.1	0.1	0.1

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselor*	.0

*   One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	.5
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	.375
Psychologist	.6
Social Worker	0
Nurse	.4
Speech/Language/Hearing Specialist	1.2
Resource Specialist (non-teaching)	0
Other	1.5

*   One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	19	1	2		20	1	2		26		2	
1	25		3		26		2		24		2	
2	27		2		25		3		27		2	
3	28		2		23	1	2		20	1	3	
4	24		3		28		2		31		2	
5	26		3		23		3		29		2	
6	23	1	3		24	1	3		20	1	3	
Other**	10	1							12	1		

*Number of classes indicates how many classes fall into each size category (a range of total students per class).
** "Other" category is for multi-grade level classes.

Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement			

Woodland Joint Unified School District provides time and resources for collaboration, planning, and professional development for all staff. Teachers at each school receive training directly related to curriculum and instruction by attending workshops and conferences that are approved by the district and administration. Staff development days enable staff members to deliver curriculum and instruction that is rigorous, challenging, and responsive to student needs. The development of a common district-wide instructional focus is allowing entry point for everyone to learn and stretch their practice. The focus of professional development has shifted to provide job-embedded coaching across multiple content areas to build capacity and focus on strengthening application of instructional strategies.

Woodland Joint Unified School District uses a variety of professional learning models to engage staff in their continued growth. During the school year and summer, staff have opportunities to complete professional development learning episodes and time to implement best practices learned. The professional growth occurring in Woodland Joint Unified School District has a heavy emphasis on collaboration with time reserved weekly for staff collaboration by sites in grade level or departmental teams under the direction of site administrators. Examples of recent Woodland Joint Unified School District professional learning include:

- Balanced Literacy and Guided Reading through Accelerated Literacy Learning, TK-6
- UC Davis Math Project: Focus on Conceptual Understanding, TK-12
- Ethnic Studies with the Acosta Group, Preschool-12
- UC Davis History Project: Understanding the History/Social Science Framework, TK-12
- Restorative Practices, TK-12
- Innovator Cohort: Google certification classes for teachers
- Universal Design for Learning (7-12)
- English Learner Shadowing (7-12)

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$45,236	$49,084
Mid-Range Teacher Salary	$64,833	$76,091
Highest Teacher Salary	$91,792	$95,728
Average Principal Salary (ES)	$107,223	$118,990
Average Principal Salary (MS)	$112,421	$125,674
Average Principal Salary (HS)	$124,016	$137,589
Superintendent Salary	$224,180	$230,096

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	34%	35%
Administrative Salaries	5%	6%

*   For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	$6,840	$1,743	$5,097	$74,165
District	N/A	N/A	$7,609	$69,150.00
State	N/A	N/A	$7,506.64	$78,059.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-39.5	5.0
School Site/ State	-36.7	-7.6

Note: Cells with N/A values do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded

Woodland Joint Unified School District spent an average of $9,537 to educate each student (based on 2017-18 audited financial statements).

Woodland Joint Unified School District receives State and federal categorical funding for special programs. For the 2018-2019 school year, the District received State and federal funding for the following categorical, special education, and support programs: ASES, Counseling Grant, Federal Special Education, Federal Vocational and Applied Secondary, Lottery, Agriculture Vocational Grant, Elementary Counseling Grant, Title I, Title II, Title III, Title IV, Low Performing Student Block Grant, Special Ed-State, Medi-Cal, Small Learning Communities, Partnership Academies

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.